

## Unit Planning Guide: Grade 2 Unit 4 of 8

<b>Unit Title:</b> Measurement	<b>Pacing (Duration of Unit):</b> 2 weeks
<b>Grade:</b> 2	<b>Buffer Day(s):</b> 1 week

### Desired Results

#### Transfer Goals (Priority practice standards in **bold**)

*Students will be able to independently use their learning to:*

- MP.1. **Make sense of problems and persevere in solving them.**
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. **Attend to precision.**
- MP.7. **Look for and make use of structure.**
- MP.8. Look for and express regularity in repeated reasoning.

#### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Prerequisite Standards:

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#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this

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### Standards (Priority Standards in **bold**):

- **2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems, using information presented in a bar graph.**
- 2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.
  - MA.2.a. By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.

curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Data can be represented in a variety of ways including bar graphs and picture graphs. Different graphs fit different situations more appropriately
- Number stories can be generated by bar graphs and pictographs

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is data?
- What story can data tell?

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### Acquisition (\*Mostly assessed through traditional summative assessments)

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Data can be displayed on bar graphs and picture graphs
- Data tells a story that students can interpret
- Information derived from a graph can be used for solving problems

Key Academic Vocabulary

- data
- bar graph
- picture graph
- scale

**Skills:** The discrete skills and process students should be able to use independently.

*Students will be skilled at:*

- Draw picture graphs with symbols that represent more than one object. (Apply)
- Interpreting data (Analyze)
- Create bar graphs with single unit scales. (Apply)
- Use graphs and information from data to ask questions that require students to compare quantities and use mathematical concepts and skills. (Apply)

**Resource Suggestions:**